**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PART A Country:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CALLING ALL GEOGRAPHY EXPERTS!!! RESEARCHERS WANTED!!!**

**C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0335112.wmf**

**The newspaper WWW is doing a special feature on seven of the most desired places to visit in the world. The newspaper’s public relations quarter has printed an ad in the newspaper seeking all geographers who have experience with the very valued and highly critical, five themes of geography. Word has gotten out that the grade six students at WIS are well practiced in all five areas. WWW has requested the assistance of these students in their upcoming feature article. Will you help?**

**You will be expected to:**

* **Select a country that you think is a place in the world worth visiting – this will require you to learn a little bit about a few countries before selecting your country of choice**
* **To write a 2-4 page report about your country using the five themes of geography as a guideline for your research**
* **Document all research sources used by including a works cited page with your report**
* **Use visual aids to helps strengthen your readers’ understanding**
* **Follow the rubric for assessment guidelines and expectations**
* **Use the framework provided to gather your findings and organize your report (this framework must be handed in with your report)**
* **Stay on top of deadlines – each section of the framework will be due on a different day**
* **Overall due date will be determined as soon as possible**
* **Use a variety of media tools to seek information (internet, books, encyclopedias, podcasts, etc)**
* **Complete the reflection questions attached by the due date**
* **FYI: Part B of this task will be to complete an interview that focuses on questions about your country and the five themes of geography. We will review the outline and expectations for this task as we get closer to the end of the unit**

**GRADE 6 COUNTRY REPORT FRAMEWORK**

**THEME #1 – Location**

*Where your country is located (exactly and compared to other places)*

|  |  |
| --- | --- |
| Absolute Location  (Latitude and Longitude) |  |
| Relative Location  (countries that border, Continent it is in, location within the Continent, hemisphere) |  |
|  |
|  |
|  |

**THEME #2 – Place**

*Human and physical characteristics of a location*

|  |  |
| --- | --- |
| Physical Characteristics – what does your country “look” or “feel” like? |  |
|  |
|  |
|  |
|  |

|  |  |
| --- | --- |
| Human Characteristics – what cultural aspects define your place? (Language, traditions, clothing, food, religion, history, culture |  |
|  |
|  |
|  |
|  |

**THEME #3 – Human-Environment Interaction**

*How do humans adapt to and modify the environment?*

|  |  |
| --- | --- |
| How have people positively affected the environment?  (National Parks, environmental programs, etc) |  |
| How have people negatively affected the environment? (clear-cutting, pollution, etc) |  |
| How would tourists adapt to the environment? |  |

**THEME #4 – Movement**

*How do goods, people, culture, and ideas move?*

|  |  |
| --- | --- |
| # of telephones |  |
| # of televisions |  |
| # of cars |  |
| # with internet access |  |
| Other….. |  |
| Major imports |  |
| Major exports |  |

**THEME #5 –Region**

*How are places similar? What characteristics group them together?*

|  |  |
| --- | --- |
|  |  |
|  |  |

**COUNTRY REPORT – 5 THEMES OF GEOGRAPHY RUBRIC**

**MIDDLE SCHOOL WORLD STUDIES**

**PART A: FIVE THEMES OF GEOGRPAHY (KNOWLEDGE)**

* How well do you express your understanding of the five themes of geography?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
| **Five Themes of Geography** | Facts and examples are absent or do not show understanding. There is not sufficient detail. | Facts and examples usually show understanding. You give basic descriptions of your country that may need more detail. | You show relevant facts and examples to show understanding. You give an accurate description of your country. | You clearly show a range of relevant facts and examples to show understanding. Descriptions of your country are accurate and detailed | You clearly show an extensive range of relevant facts, and examples to show understanding. Descriptions of your country are engaging, accurate and detailed. |

**PART A: (CONCEPTS)**

* How supported are your connections between humans and the environment?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
| **Possible Causes of Indicators** | You show little understanding of connections between humans and the environment. You have difficulty explaining the importance of adaptation and modification with little or no basic support. | You show basic understanding of connections between humans and the environment. You can somewhat explain the importance of adaption and modification, but you need to develop much stronger support. | You show a supported understanding of connections between humans and the environment. You can explain the importance of adaptation and modification, but you need to develop stronger support. | You show strong understanding of connections between humans and the environment. You can clearly explain the importance of adaptation and modification with strong support. | You show deep understanding of connections between humans and the environment. You can clearly explain the importance of adaptation and modification with very strong support. |

**PART A: RESEARCH (SKILLS)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
| **Research: Using different sources efficiently** | You select and use some relevant information but examples are not always relevant. You attempt to carry out research, but show few skills. | You select and use mostly relevant information. You make some relevant examples and explanations but these are unsupported. You show basic research skills and do not always stay on task. | You select and use relevant information. Examples and explanations are supported and balanced but superficial. You show adequate research skills but do not always stay on task. | You select and use a range of relevant information. Examples and explanations are well supported and balanced. You show effective and mostly independent research skills. | You select and use a wide range of relevant information. Examples and explanations are fully supported and well balanced. You show sophisticated and independent research skills. |

**PART A: REPORT STRUCTURE (ORGANIZATION)**

* Did you use the framework efficiently?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1-2** | **3-4** | **5** | **6** | **7-8** |
| **Use of support and claim framework** | Your information is not always relevant. You try to put your work into some order, but it is unclear. Presentation is unclear and imprecise. | Your information is mostly relevant. You try to put your work into a logical order, but it is not always clear. Presentation is occasionally unclear. | Your information is relevant. Your organization is clear but could be more developed. Presentation is clear, with appropriate language and representation. | Your information is relevant and organized logically. Presentation is clear, with appropriate language and representation. | Your information is relevant and organized in a highly logical sequence. Report is clear, with concise and effective, and language and representation. |

**REFLECTION QUESTIONS – FIVE THEMES OF GEOGRAPHY**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**MYP1 WORLD STUDIES**

1. Did you feel you had the required skills and knowledge to be successful at this task?
2. How useful were the five themes of geography? Did they help you to structure your report? What was confusing? What was helpful?
3. What did you like the most about this assignment? What can be done to improve this assignment?
4. Did you enjoy learning about the country you selected? Why of why not?
5. What IB Learner profile attributes do you feel you used in this unit? Provide examples.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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ATL: Reflection Skills and Evaluation: What did I gain from this unit? How successful was I? How can I improve or give suggestions for improvement?